



Response to Intervention (RtI): Blueprints for Implementation at the State, District and Local Levels

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Problem Solving



- A process that uses the skills of professionals from different disciplines to **develop** and **evaluate** **intervention plans** that improve significantly the school performance of individual and/of groups of students

Problem Solving Process

Define the Problem

Defining Problem/Directly Measuring Behavior

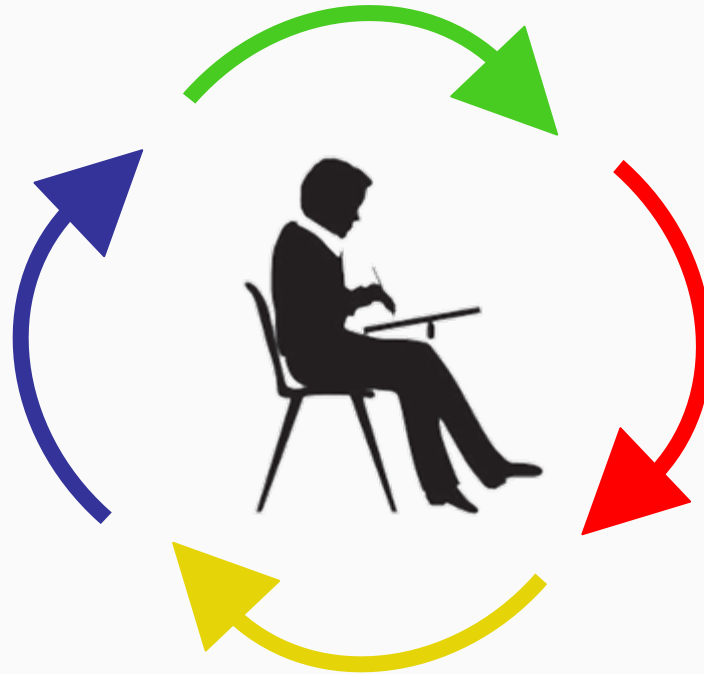
Evaluate
Response to
Intervention (RtI)

Problem Analysis

Validating Problem
Ident Variables that
Contribute to Problem
Develop Plan

Implement Plan

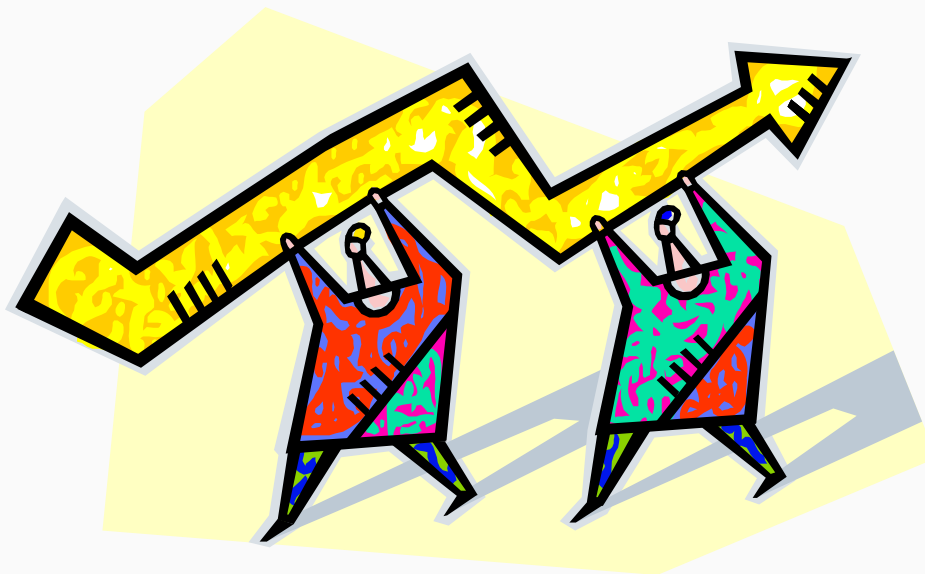
Implement As Intended
Progress Monitor
Modify as Necessary



What is RtI?



- “An ongoing process of using student performance and other data to guide instructional and intervention decisions”



Key Features



- Effective instructional/intervention programs
 - Core
 - Supplemental
 - Intensive
- Frequent assessment of student performance
 - Screening
 - Diagnostic
 - Progress Monitoring
- Use of data to make instructional/intervention decisions

Stages of Implementation



- Consensus Building
- Infrastructure Development
- Implementation

Parallel Structures



- State, district and school-level implementation share similar structures
 - Practice guided by policies and research
 - Similar organizational structure
 - Administration
 - Instruction
 - Instructional Support
 - Parent partnerships
 - Collaboration and Communication across groups are critical to successful implementation

Parallel Structures



- At each level, **consensus** must be achieved across all parties implementing a new initiative
- Collaboration must occur to ensure that the **infrastructure is present**, once individuals and groups agree on the need to implement the initiative
- Communication and common vision must be present in order to ensure **consistent implementation** across diverse settings and locations

Guiding Principles



- Effective instruction (academic AND behavior) in general education is foundation for all decision-making
- Data guide decisions regarding core, supplemental and intensive interventions
 - Therefore, good data must be available
- Infrastructure for core, supplemental and intensive instruction must be:
 - Evidence-based
 - Integrated
 - Aggregated (Core + Supplemental + Intensive)

What Are the Desired Outcomes of a Successful State Plan?



- State-Level Outcomes
 - This is a GENERAL EDUCATION initiative
 - Strategic Plan to Guide Implementation
 - Inclusive Participation in Plan Development
 - Policies to Guide Effective Practice
 - General and Special Education
 - Technical Assistance and Training Initiatives
 - Technology Support
 - Comprehensive Evaluation Plan
 - Demonstration Sites
 - Comparison Schools
 - Rigorous Evaluation Model
 - Dynamic Communication and Dissemination Plan

What Are the Desired Outcomes of a Successful District Plan?



- District Outcomes
 - Led by General Education, Supported by Special Education
 - Infrastructure for a 3-Tiered Model
 - Problem-Solving Model Implemented with Integrity
 - Effective Collection and Use of Data
 - Decision Rules for Intervention Evaluation and Eligibility Determination
 - Technology to Manage and Document Data-Based Decision Making
 - Improved Academic and Behavior Outcomes for All Students
 - Consumer Confidence and Satisfaction

What Are the Desired Outcomes of a Successful School Plan?



- Support for individuals experiencing the change
- Professional development to provide the needed knowledge and skills
- Building level leadership (shared leadership)
- Efficient structures for ongoing data collection, analysis, and decision making
- Effective system of instruction to meet the needs of all students
- Improved achievement and outcomes for students

Stages of Implementing Problem-Solving/RtI



- Consensus
 - Belief is shared
 - Vision is agreed upon
 - Implementation requirements understood
- Infrastructure Development
 - Regulations and/or policies
 - Training/Technical Assistance
 - Model (e.g., Standard Protocol)
 - Core, Strategic, and Intensive instruction Tier I and II intervention systems
 - Data Management
 - Technology support
 - Decision-making criteria established
- Implementation

The Process of Systems Change



- Until, and unless, **Consensus** (understanding the need and trusting in the support) is reached no support will exist to establish the **Infrastructure**. Until, and unless, the **Infrastructure** is in place **Implementation** will not take place.
- A fatal flaw is to attempt **Implementation** without **Consensus** and **Infrastructure**
- Leadership must come from the state, district level, and building level

Consensus Building



- Successful implementation of PSM/RtI depends on a shared understanding of the relationship between existing state policies, procedures and initiatives and PSM/RtI AND the impact of PSM/RtI beliefs and practices on existing and future state policies, procedures and initiatives.

Guiding Beliefs



- All students are part of the general education system.
- There is shared responsibility for student achievement across the entire school community.
- The best way to address student learning needs is to be proactive.



Guiding Beliefs



- Differentiated instruction is an essential part of an instructional program.
- Accurate reliable assessment data are essential to determine the instructional abilities of all students.
- Instructional decisions are based on multiple sources of data.



Guiding Principles



- The effectiveness of instruction is routinely monitored; on-going formative data are used to indicate when changes in instruction are needed.
- Parents are vital members of the team to support students.
- Administrators and teacher leadership teams are vital in the instructional leadership and data based decision making of a district and school.



Guiding Principles



- Teachers have adequate tools, strategies, support, and resources to meet the needs of all students.
- Quality professional development is essential to support implementation of a systemic effort to support RtI.



Guiding Principles



- A variety of research-based practices will be needed to address the needs of learners (not one size fits all).
- Each school has a unique culture, set of resources and needs requiring a tailored system of decision making.
- Individuals with skills in data-based decision making will be needed to support the process.



Consensus Building: State



- PSM/RtI is a General Education Initiative-Not Special Education
- Improving the effectiveness of core instruction is basic to this process
- NO Child Left Behind Really Means “NO”
- Assessment (data) should both inform and evaluate the impact of instruction
- Regulations must be consistent with beliefs
- Beliefs must be supported by research
- How do you spell AYP? RtI!

Consensus Building: State



1. Identify staff that will be involved in the implementation of PSM/RtI
 - General and Special Education
 - Student Support Staff
 - Advocacy Liaisons/Parents
2. Identify critical stakeholders and create a communication network
3. Identify a group of leaders within the state, district or school to lead the PSM/RtI initiative

Consensus Building: State



4. Develop a shared vision and values
5. Create and implement a communication plan that will keep all stakeholders informed about the state plan
 - Policy makers
 - Educators
 - Instructional support staff
 - District Leaders
 - Advocacy Leaders
 - Parents
6. Develop and disseminate a strategic plan

Consensus Building: District



1. Analysis of how existing policies support RtI
2. Analysis of which policies must be modified to incorporate PSM/RtI
3. Analysis of how RtI concepts interface with currently existing initiatives within district
 - Reading First
 - Positive Behavior Support
 - Early Intervening Services

Consensus Building: District



4. Analysis of how to fit PSM/RtI into district school improvement framework
5. Critical stakeholders have been identified
 - General Education
 - Special Education
 - Student Services
 - Administration
 - Parents

Consensus Building: District



- A group of leaders has been identified and formed to lead the effort
- State, district and building implementation groups should be similar
 - General Education Program Supervisors (Teachers)
 - Reading, Math, Science
 - Special Education Program Supervisors (Teachers)
 - Student Services Supervisors (Personnel)
 - Psychology, Social Work, Counseling, others
 - Leadership (Asst. Supt./ Principal)
 - Data Management
 - Professional Development
 - Parent/Advocacy

Consensus Building: School



1. Coordinate with district administration
 - This assumes consensus building work and analysis has been done at district level
 - If not, analysis and alignment with existing initiatives must be done
 - School leadership must coordinate with district leadership
2. Provide information to school staff
 - Why Rtl
 - What is it?
 - Benefits of Rtl
 - What will it take?
3. Identify the consensus level among staff that is necessary for implementing Rtl
 - What % of agreement is needed?

Consensus Building: School



4. Determine next steps

- If consensus has been reached, form leadership team and begin to plan
- If consensus has not, continue activities to build consensus among staff

5. Plan to support change initiative

- Align with building vision, values, mission
- Set goals
- Identify elements of change process
 - Is it 1st or 2nd order change?
- Plan for ongoing communication

Infrastructure Development: State



- Develop regulations & policies that guide implementation of PSM/RtI
- Develop clear criteria that support decision-making rules regarding intervention evaluation AND eligibility determination
- Modify and/or develop due process and procedural safeguard policies/procedures specific to PSM/RtI
 - NASDSE Publication
 - Procedural safeguards focus on integrity of the problem-solving process
- Make a decision regarding the role (leadership and support) of the SEA regarding:
 - Technology support
 - Technical assistance and training
 - Program evaluation
 - Demonstration/evaluation sites

Infrastructure Development: District



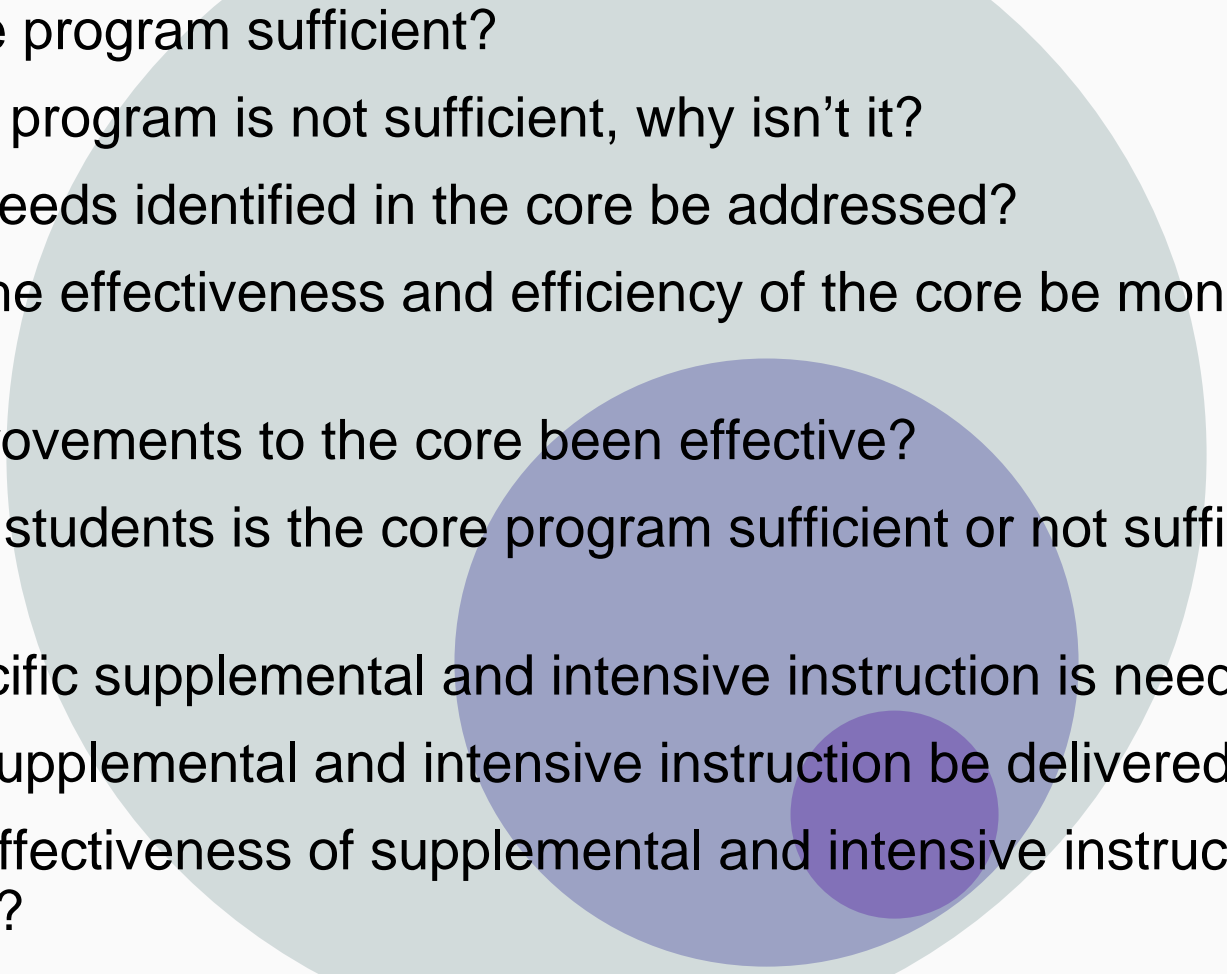
- District policies/procedures clearly define how to implement problem-solving/Rtl
- Data management systems are developed or selected to support Rtl implementation
- Existing Federal, State, and District initiatives are re-examined and integrated to provide sustained support of Rtl
- Connections are made and networks expanded to existing Rtl-related initiatives (e.g., reading first)
- A plan is in place that clearly defines how the LEA, at all levels, will support the implementation of Rtl through systemic technical assistance and professional development

Infrastructure Development: School

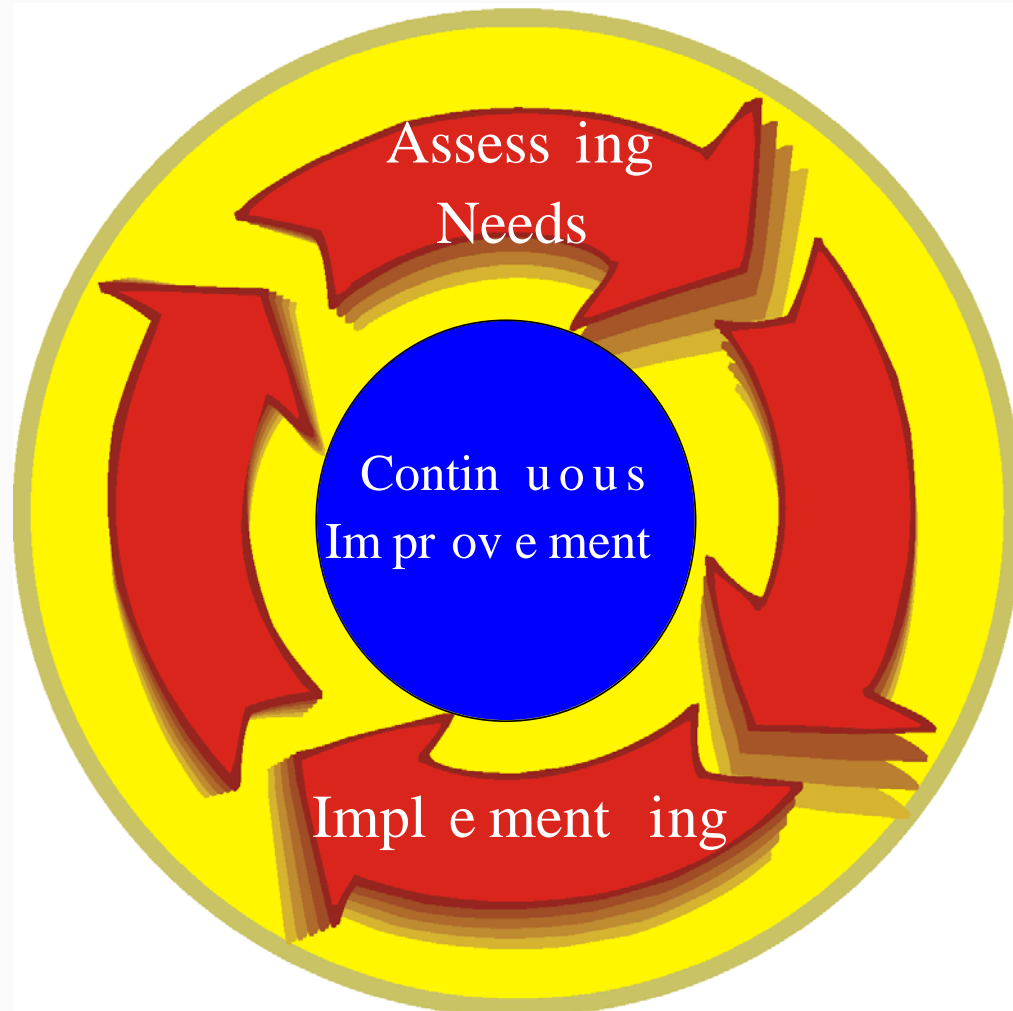


- Infrastructure developed by leadership team answering a series of questions
 - One way to develop infrastructure at school level in use in Iowa
 - Each school must develop their own answers
 - Doesn't tell them what to think...instead it is what to think about
 - Based on a continuous improvement model

Guiding Questions

- 
- Is the core program sufficient?
 - If the core program is not sufficient, why isn't it?
 - How will needs identified in the core be addressed?
 - How will the effectiveness and efficiency of the core be monitored over time?
 - Have improvements to the core been effective?
 - For which students is the core program sufficient or not sufficient and why?
 - What specific supplemental and intensive instruction is needed?
 - How will supplemental and intensive instruction be delivered?
 - How will effectiveness of supplemental and intensive instruction be monitored?
 - Which students need to move to a different level of instruction?

Rtl Continuous Improvement



Core Cycle

1. Is the core program sufficient?
2. If the core is not sufficient, why isn't core sufficient?



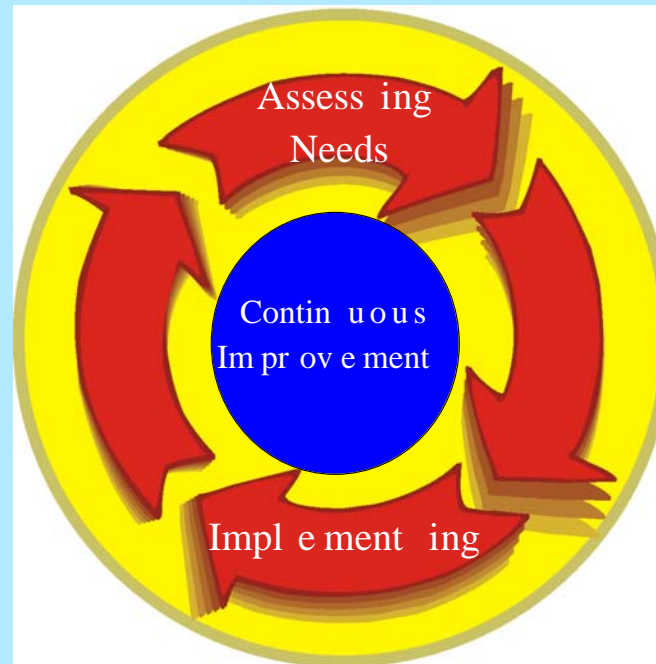
5. Have improvements to the core been effective?

3. How will needs identified in core be addressed?

4. How will the sufficiency and effectiveness of the core program be monitored over time?

Supplemental/Intensive Cycle

6. For which students is the core program sufficient and not sufficient and why?



7. What specific supplemental and intensive instruction is needed?

8. How will specific supplemental and intensive instruction be delivered?

10. Which students need to move to a different level of instruction?

9. How will the effectiveness of supplemental and intensive instruction be monitored?

Core Program

- Question 1: Is our core program sufficient?
 - Step 1: Identify screening tool(s)
 - Step 2: Identify proficiency cut points for identified tools
 - Step 3: Collect universal screening data
 - Step 4: Enter, organize, summarize data



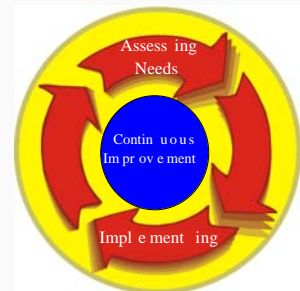
Core Program

- Question 1: Is our core program sufficient?
 - Step 5: What percentage of proficiency is acceptable?
 - Step 6: What percentage of our students are proficient and not proficient?
 - Step 7: Make Comparison
 - Step 8: Fork in the Road - What work, if any, do we need to do with our Core programming?



Core Program

- Question 2: If the core is not sufficient, why isn't core sufficient?
 - Step 1: Review Assessment
 - Step 2: Review Instruction
 - Step 3: Review Curriculum/Standards
 - Step 4: Review CIA Alignment
 - Step 5: Consider other distal factors



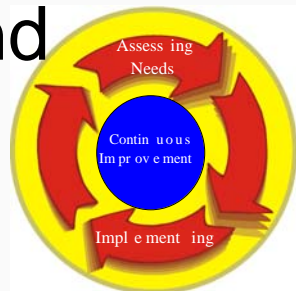
Core Program

- Question 3: How will needs identified in core be addressed?
 - Step 1: Determine needs
 - Step 2: Identify resources/training needed to address identified needs.
 - Step 3: Develop an action plan
 - Step 4: Implement the plan.
 - Step 5: Evaluate the impact of the plan on your core program.



Core Program

- Question 4: How will the sufficiency and effectiveness of the core program be monitored over time?
 - Step 1: What are the key indicators of success?
 - Step 2: What is baseline performance?
 - Step 3: What is the desired goal?
 - Step 4: Determine your data collection plan.
 - Step 5: Make decisions about sufficiency and effectiveness of the core.



Core Program

- Question 5: Have improvements to the core been effective?
 - Step 1: Consider student achievement data (Screening)
 - Step 2: Compare current with baseline data
 - Step 3: Consider implementation data
 - Step 4: Make decision about effectiveness
 - Step 5: Begin needs assessment again



Supplemental and Intensive

- Question 6: For which students is the core instruction sufficient and not sufficient, and why?
 - Step 1: List students for whom the core is not sufficient. (Significantly exceeding or less than proficient)
 - Step 2: Determine diagnostic assessment tool(s)/process to identify instructional need.
 - Step 3: Determine expectations of performance for the diagnostic tool(s)/process.
 - Step 4: Plan logistics and collect diagnostic data
 - Step 5: Organize, summarize, display results



Supplemental and Intensive

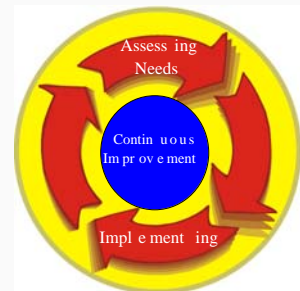
- Question 7: What specific supplemental and intensive instruction is needed?
 - Step 1: Identify current resources to match instructional needs.
 - Step 2: Identify additional resources needed to match instructional needs.

Find the “GAPS”...



Supplemental and Intensive

- Question 8: How will specific supplemental and intensive instruction be delivered?
 - Step 1: Review materials/strategies/processes selected for instructional groups
 - Are materials/strategies/processess organized for use?
 - Is professional development needed for instructors?



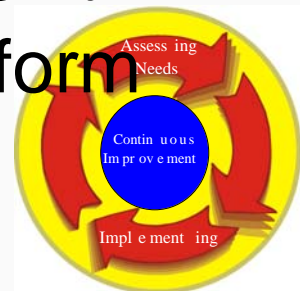
Supplemental and Intensive

- Question 8: How will specific supplemental and intensive instruction be delivered?
 - Step 2: Who will provide instruction?
 - Consider doing a Personnel Resource Inventory
 - General Education
 - Title Teachers
 - Special Education
 - Gifted Education specialist
 - ESL specialist
 - Para-Professionals
 - Trained Volunteers
 - Trained Peers



Supplemental and Intensive

- Question 8: How will specific supplemental and intensive instruction be delivered?
 - Step 3: When, where, and how often will instruction occur?
 - Follow guidelines of materials/strategies/processes being used, when available.
 - Consider “intensity” of the problem
 - Step 4: How will you monitor treatment integrity?
 - Step 5: Document on a written intervention form



Supplemental and Intensive

- Question 9: How will the effectiveness of supplemental and intensive instruction be monitored?
(Supplemental)
 - Step 1: Select progress monitoring/formative assessments
 - Step 2: Set goals for student performance using baseline data
 - Step 3: Organize materials for on-going data collection
 - Step 4: Determine who will collect the data and how often
 - Step 5: Determine decision making rule
 - Step 6: Provide instruction as designed and monitor student performance and implementation

Progress Monitoring



Supplemental and Intensive

- Question 10: Which students need to move to a different level of instruction?
 - Step 1: Review progress monitoring/formative assessment data
 - Is the student making expected progress?
 - If NO, is instruction being provided as designed? Is the instruction a match to the student needs? Is the instruction intense enough?
 - If YES, should the instruction continue? Is another level of instruction needed?
 - Step 2: Plan for instructional changes if needed



Implementation: State



- Identifies demonstration sites to monitor implementation, collect and analyze data on student outcomes.
- Provides on-going technical assistance and training.
- Incorporates PSM/RtI competencies into certification criteria and preservice education programs
- Convenes a statewide advisory group consisting of all stakeholders to monitor outcome data and advise SEA on recommended practices

Implementation: State



- Provides incentives to develop, implement and support technology necessary for data management and analysis
- Creates and implements a statewide evaluation plan to assess student outcomes
- Implements a dissemination and communication system with all school districts.

Implementation: District



- The LEA has the necessary systemic supports in place to ensure that the District is able to successfully implement Rtl in a way that benefits students and supports teachers and parents
- The implementation of Rtl results in increased student achievement and/or improved behavior
- The LEA has a multi year implementation and professional development plan that provided on-going sustained support for Rtl
- The LEA has an evaluation plan to assess the impact of Rtl on student, site, district, and personnel outcomes.

Implementation: School



- Provide professional development and ongoing supports to those conducting assessments and those providing instruction
- Implement logistics of assessments and periodic data analysis
- Implement logistics of core, supplemental and intensive instruction
- Monitor implementation of instruction/intervention
 - School-based “coaches”
- Adjust as needed

Personnel Critical to Successful Implementation



- District-Level Leaders
- Building Leadership Team
- Coaches
- Facilitator
- Teachers/Student Services
- Parents
- Students

PSM/RtI Content: All Personnel



- Understanding of:
 - National, state, district policies regarding RtI
 - Link between NCLB, IDEA 04, AYP and RtI
 - Beliefs, knowledge and skills that support implementation of RtI
 - Steps in the PSM, multilevel RtI model, and how eligibility is determined using RtI
 - Fundamental utility of using progress monitoring

Role of District Leaders



- Give “permission” for model
- Provide a vision for outcome-based service delivery
- Reinforce effective practices
- Expect accountability
- Provide tangible support for effort
 - Training
 - Coaching
 - Technology
 - Policies

District Leaders: Content Knowledge



- Understanding of:
 - Professional development delivery model that best supports implementation
 - Staff and budget requirements to integrate general and special education services for the implementation of RtI
 - Relationship between implementation and expectations for improved student performance
 - Barriers that will occur and that must be addressed during implementation
 - Use of, and support for, technology necessary to ensure efficient and effective implementation
 - Essential stages of change and variables necessary for the smooth transition to the use of PSM and RtI

Role of the Principal



- Sets vision for problem-solving process
- Supports development of expectations
- Responsible for allocation of resources
- Facilitates priority setting
- Ensures follow-up
- Supports program evaluation
- Monitors staff support/climate

The Principal: Content Knowledge



- Understanding of:
 - Need for universal, supplemental and intensive instructional strategies and interventions
 - Components of a successful PDP
 - Need for and skills in data-based decision-making and the need to share outcome data frequently
 - Need to publicly recognize the relationship between staff efforts and student outcomes
 - Need to involve and inform parents of the essential elements of Rtl and their role in the process

Role of Leadership Team



- Shared vision for process and outcomes
- Development of framework to meet building needs
- Answering important questions
- Shared decision making
- Engagement of all staff
- Support for implementation and evaluation

Leadership Team: Content Knowledge



- Understanding of:
 - Research based practices in area of content (reading, math, social behavior etc.)
 - Assessment and using assessment data to match student needs
 - Effective elements to support change
 - Coaching and methods to support implementation
 - Ongoing data-based decision making

Role of the Facilitator



- Ensures pre-meeting preparation
- Reviews steps in process and desired outcomes
- Facilitates movement through steps
- Facilitates consensus building
- Sets follow-up schedule/communication
- Creates evaluation criteria/protocol
- Ensures parent involvement

Role of Participants



- Review Request for Assistance forms prior to meeting
- Complete individual problem-solving
- Attitude of consensus building
- Understand data
- Research interventions for problem area

The Participants: Content Knowledge



- An understanding of:
 - The relationship between Rtl and student achievement
 - Need to increase the range of empirically validated instructional practices in the general education classroom
 - Uses of the problem-solving method
 - Technology and other supports available and necessary to implement Rtl
 - Administrative and leadership support necessary to maximize the implementation of Rtl
 - Need to provide practical models and examples with sufficient student outcome data
 - Need for demonstration and guided practice opportunities

Student Services Staff: Content Knowledge



- An understanding of:
 - The different models for evaluating student performance differences and their impact on the development of instructional and assessment practices
 - Evaluation strategies to assess instructional quality in general and special education classrooms and programs
 - CBM and related continuous progress monitoring technologies to relate individual student performance to instructional quality data
 - Need for and models of social support and the role of support staff in the provision of that support for school staff
 - Specific training in coaching, mentoring and data management strategies

Role of Parent



- Review Request for Assistance form prior to meeting
- Complete individual problem solving
- Prioritize concerns
- Attitude of consensus building

Student Involvement



- Increases motivation of student
- Reduces teacher load
- Teaches self-responsibility

Formula for Success



BI (Big Ideas)

CI (Core Instruction)

3A (Three Assessments)

SI (Supplemental Instruction)

II (Intensive Instruction)

+

= SUCCESS

$$\text{[Blank Box]} + \text{ci Core Instruction} + \text{3 Assessments (Screening, diagnostic, progress)} + \text{si Supplemental Instruction} + \text{iii Intensive Instruction} =$$

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$$\text{BI Big Ideas} + \text{ci Core Instruction} + \text{3 Assessments (Screening, diagnostic, progress)} + \text{si Supplemental Instruction} + \text{iii Intensive Instruction} = \text{Rtl Success}$$

$$\begin{array}{c}
 \text{[Black Box]} + \text{ci} + 3 + \text{si} + \text{iii} = \text{[Text Box]} \\
 \text{Core Instruction} \quad \text{Assessments (Screening, diagnostic, progress)} \quad \text{Supplemental Instruction} \quad \text{Intensive Instruction}
 \end{array}$$

Efforts lack focus and priority. There is not a focus on important priority skills for improvement.

$$\begin{array}{c}
 \text{BI} + \text{[Black Box]} + 3 + \text{si} + \text{iii} = \text{[Text Box]} \\
 \text{Big Ideas} \quad \text{Assessments (Screening, diagnostic, progress)} \quad \text{Supplemental Instruction} \quad \text{Intensive Instruction}
 \end{array}$$

Overall low achievement. Student learning problems across all subgroup areas.

$$\begin{array}{c}
 \text{BI} + \text{ci} + \text{[Black Box]} + \text{si} + \text{iii} = \text{[Text Box]} \\
 \text{Big Ideas} \quad \text{Core Instruction} \quad \text{Assessments (Screening, diagnostic, progress)} \quad \text{Supplemental Instruction} \quad \text{Intensive Instruction}
 \end{array}$$

Lack of direction to know what needs to be improved, which students need intervention, and whether or not interventions have been effective.

$$\begin{array}{c}
 \text{BI} + \text{ci} + 3 + \text{[Black Box]} + \text{iii} = \text{[Text Box]} \\
 \text{Big Ideas} \quad \text{Core Instruction} \quad \text{Assessments (Screening, diagnostic, progress)} \quad \text{Supplemental Instruction} \quad \text{Intensive Instruction}
 \end{array}$$

Lack of resources due to attempts to provide intensive interventions for those students whose needs could be met through strategic interventions.

$$\begin{array}{c}
 \text{BI} + \text{ci} + 3 + \text{si} + \text{[Black Box]} = \text{[Text Box]} \\
 \text{Big Ideas} \quad \text{Core Instruction} \quad \text{Assessments (Screening, diagnostic, progress)} \quad \text{Supplemental Instruction} \quad \text{Intensive Instruction}
 \end{array}$$

Gap increases between average and "at risk students" Continued low performance for some subgroups.



$$\begin{array}{c}
 \text{BI} + \text{ci} + 3 + \text{si} + \text{iii} = \text{Rtl Success} \\
 \text{Big Ideas} \quad \text{Core Instruction} \quad \text{Assessments (Screening, diagnostic, progress)} \quad \text{Supplemental Instruction} \quad \text{Intensive Instruction}
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